### Course SLO Assessment Report Form

Please complete one form for each course.

1) Date: Click here to enter text.

2) Course Name and Number: Click here to enter text.

3) Assessed Course SLO(s): Click here to enter text.

4) Which institutional outcome(s) are central to your program?

Communication Skills

☐ Interpret various types of written, visual, and verbal information.

☐ Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

☐ Analyze quantitative information and apply scientific methodologies.

☐ Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.

☐ Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

☐ Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.

☐ Apply historical and contemporary issues and events to civic and social responsibility.

☐ Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

☐ Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.

☐ Incorporate physical and emotional principles to make healthy lifestyle choices.

☐ Make ethical personal and professional choices.

4) Assessment Assignments and/or Instruments:

A. ☐ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific

outcomes)

B. ☐ Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)

C. ☐ Assignments based on checklists

D. ☐ Direct observation of performances, structured practice or drills, “practical” exams, small group work, etc.

E. ☐ Student self-assessments (e.g. reflective journals, surveys)

F. ☐ Classroom Assessment Techniques (CATS, “clicker” mediated responses, etc.)

G. ☐ Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)

H. ☐ Other (please describe): Click here to enter text.

5) Please insert any instruments used for assessment (rubrics, checklists, surveys, etc.) or include a hyperlink to such documents here.

Click here to enter text.

6) What is your expected level of achievement for measuring success?

Click here to enter text.

7) Assessment Results:

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

A. ☐ Results are positive

B. ☐ Results are not positive

Explain what was learned/results here:

Click here to enter text.

8) Action Plan:

Based on the assessment results, what changes are planned to increase student success? When will they be implemented? Please check any appropriate boxes and provide a brief description with a timeline for changes.

Click here to enter text.

A. ☐ Conduct further assessment related to the issue and outcome

B. ☐ Use new or revised teaching methods (e.g., more use of group work, new lecture, etc.)

C. ☐ Develop new methods of evaluating student work

D. ☐ Plan purchase of new equipment or supplies needed for modified student activities

E. ☐ Make changes in staffing plans (e.g., modified job descriptions, requests for new positions, etc.)

F. ☐ Engage in professional development about best practices for this type of class/activity

G. ☐ Revise the course sequence or prerequisites

H. ☐ Revise the course syllabus or outline (e.g., change in course topics)

I. ☐ Unable to determine what should be done

J. ☐ Other: Click here to enter text.

Provide a brief description with a timeline for changes:

Click here to enter text.

9) The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

A. ☐ with others in my program during department/division meetings

B. ☐ during on-campus workshops, duty day, flex, etc.

C. ☐ over email

D. ☐ with colleagues from other campuses

E. ☐ with my dean and/or colleagues in my division

F. ☐ other: Click here to enter text.

G. ☐ No dialogue occurred. Reason no dialogue occurred (i.e. “Dialogue was difficult due to the large number of adjuncts in this program” etc.): Click here to enter text.

### Instructional Program/Degree/Certificate SLO Assessment Report Form

Please complete one form for each assessed program/degree/certificate.

1) Date: Click here to enter text.

2) Instructional Program: Click here to enter text.

3) Assessed SLO(s): Click here to enter text.

4) Which institutional outcome(s) are central to your program?

Communication Skills

☐ Interpret various types of written, visual, and verbal information.

☐ Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

☐ Analyze quantitative information and apply scientific methodologies.

☐ Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.

☐ Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

☐ Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.

☐ Apply historical and contemporary issues and events to civic and social responsibility.

☐ Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

☐ Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.

☐ Incorporate physical and emotional principles to make healthy lifestyle choices.

☐ Make ethical personal and professional choices.

4) Assessment Assignments and/ or Instruments:

 Which were used to assess the SLO(s)?

A. ☐ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)

B. ☐ Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)

C. ☐ Assignments based on checklists

D. ☐ Direct observation of performances, structured practice or drills, “practical” exams, small group work, etc.

E. ☐ Student self-assessments (e.g. reflective journals, surveys)

F. ☐ Classroom Assessment Techniques (CATS, “clicker” mediated responses, etc.)

G. ☐ Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)

H. ☐ Internal/External Data

I. ☐ Other (please describe): Click here to enter text.

5) Please insert any instruments used for assessment (rubrics, checklists, surveys, etc.) or include a hyperlink to such documents here.

Click here to enter text.

6) What is your expected level of achievement for measuring success?

Click here to enter text.

7) Assessment Results:

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

A. ☐ Results are positive

B. ☐ Results are not positive

Explain what was learned/results here:

Click here to enter text.

8) Action Plan:

Based on the assessment results, what changes are planned to increase student success? When will they be implemented? Please check any appropriate boxes and provide a brief description with a timeline for changes.

Click here to enter text.

A. ☐ Conduct further assessment related to the issue and outcome

B. ☐ Use new or revised teaching methods (e.g., more use of group work, new lecture, etc.)

C. ☐ Develop new methods of evaluating student work

D. ☐ Plan purchase of new equipment or supplies needed for modified student activities

E. ☐ Make changes in staffing plans (e.g., modified job descriptions, requests for new positions, etc.)

F. ☐ Engage in professional development about best practices for this type of class/activity

G. ☐ Revise the course sequence or prerequisites

H. ☐ Revise the course syllabus or outline (e.g., change in course topics)

I. ☐ Unable to determine what should be done

J. ☐ Other: Click here to enter text.

Provide a brief description with a timeline for changes:

Click here to enter text.

9) The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

A. ☐ with others in my program during department/division meetings

B. ☐ during on-campus workshops, duty day, flex, etc.

C. ☐ over email

D. ☐ with colleagues from other campuses

E. ☐ with my dean and/or colleagues in my division

F. ☐ other: Click here to enter text.

G. ☐ No dialogue occurred. Reason no dialogue occurred (i.e. “Dialogue was difficult due to the large number of adjuncts in this program” etc.): Click here to enter text.

### Non-Instruction Program SLO Assessment Report Form

Please complete one form for each assessed program.

1) Date: Click here to enter text.

2) Program: Click here to enter text.

3) Assessed Program SLO(s): Click here to enter text.

4) Which institutional outcome(s) are central to your program?

Communication Skills

☐ Interpret various types of written, visual, and verbal information.

☐ Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

☐ Analyze quantitative information and apply scientific methodologies.

☐ Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.

☐ Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

☐ Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.

☐ Apply historical and contemporary issues and events to civic and social responsibility.

☐ Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

☐ Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.

☐ Incorporate physical and emotional principles to make healthy lifestyle choices.

☐ Make ethical personal and professional choices.

4) Assessment Assignments and/ or Instruments:

 Which were used to assess the SLO(s)?

A. ☐ Direct observation of performances, structured practice or drills, “practical” exams, small group work, etc.

B. ☐ Self-assessments (e.g. reflective journals, surveys)

C. ☐ Internal/External Data

D. ☐ Other (please describe): Click here to enter text.

5) Please insert any instruments used for assessment (rubrics, checklists, surveys, etc.) or include a hyperlink to such documents here.

Click here to enter text.

6) What is your expected level of achievement for measuring success?

Click here to enter text.

7) Assessment Results:

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

A. ☐ Results are positive

B. ☐ Results are not positive

Explain what was learned/results here:

Click here to enter text.

8) Action Plan:

Based on the assessment results, what changes are planned to increase student success? When will they be implemented? Please check any appropriate boxes and provide a brief description with a timeline for changes.

A. ☐ Conduct further assessment related to the issue and outcome

B. ☐ Use new or revised resources or services (e.g., mode of communication, additional workshops, etc.)

C. ☐ Develop new methods of evaluating student learning

D. ☐ Plan purchase of new equipment or supplies needed for modified student activities

E. ☐ Make changes in staffing plans (e.g., modified job descriptions, requests for new positions, etc.)

F. ☐ Engage in professional development about best practices for this type of activity

G. ☐ Unable to determine what should be done

H. ☐ Other: Click here to enter text.

Provide a brief description with a timeline for changes:

Click here to enter text.

10) The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

A. ☐ with others in my program during department meetings

B. ☐ during on-campus workshops, duty day, flex, etc.

C. ☐ over email

D. ☐ with colleagues from other campuses

E. ☐ with my manager

F. ☐ other: Click here to enter text.

G. ☐ No dialogue occurred. Reason no dialogue occurred (i.e. “Dialogue was difficult due to the large number of part-time employees in this program” etc.):